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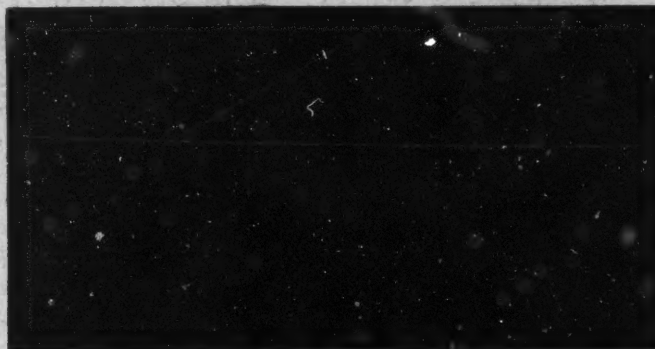
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ABSTRACT

As part of a study of selected developing colleges and universities funded in the Advanced Program of Title III of the Higher Education Act, a case study of Doane College is reported. Doane is a small liberal arts college that has experienced changes in demography and in mission. Doane's state-of-development is reviewed. Its historical development is reported along with the institution's administrative structure and management system. Also discussed is Doane's management effectiveness, including the attention paid to management needs, implementation of a viable management system, effectiveness of resource use and planning, quality and effectiveness of constituent involvement, and renewal capacity. Its response to enrollment decline and financial difficulties is described as both structural and programmatic. The decision structure is more developed and defined, and the college has developed a new educational emphasis, blending liberal arts with career development. (LBH)

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**A Study of Selected Developing
Colleges and Universities**

prepared by
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United States Office of Education
Office of Planning, Budgeting and Evaluation
December, 1977

U.S. DEPARTMENT OF HEALTH,
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CASE STUDY I

Doane College
Crete, Nebraska

by
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December, 1977

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This study of selected developing colleges and universities was undertaken for the United States Office of Education, Office of Planning, Budgeting, and Evaluation under contract number ~~41-676-7040-2~~. The study was conducted by Edward P. St. John, a researcher at Harvard University Graduate School of Education, in close collaboration with George B. Weathersby, who served as principal investigator. The purpose of the study was to refine an institutional development model that has direct implications for Title III of the Higher Education Act of 1965.

Reports prepared under this contract are listed below and copies can be obtained from the USOE-OPBE (Room 4087, 400 Maryland Avenue, S.W., Washington, D.C. 20202) or from George B. Weathersby (c/o Indiana Commission of Higher Education, 143 West Market Street, Indianapolis, Indiana 46204). Special thanks is extended to our typists, Mary Sanderson, Connie Tuton, and Careyleah MacLeod.

Final Report

"Structure, Management, and Intervention"

Case Studies

- I. "Doane College, Crete, Nebraska"
- II. "St. Mary's Junior College, Minneapolis, Minnesota"
- III. "Xavier University of Louisiana, New Orleans, Louisiana"
- IV. "North Carolina Agricultural and Technical State University, Greensboro, North Carolina"
- V. "Valencia Community College, Orlando, Florida"

The attached case study is a portion of a study of selected developing colleges and universities funded in the Advanced Program of Title III of the Higher Education Act. The institution has reviewed the contents to insure factual accuracy. Each case study has a common format:

- I. Introduction
- II. State-of-Development (of institutional sub-systems: environment; mission; structure; groups/individuals; and technologies)
- III. Structural History (the historical development of the institution)
- IV. Administrative Structure (the formal organization of the institution)
- V. Management System (the management practices implemented on campus)
- VI. Management Effectiveness (attention paid to management needs, implementation of viable management system; effectiveness of resource use and planning; quality and effectiveness of constituent involvement; and renewal capacity)
- VII. Conclusions

Attachment I

Doane College
Crete, Nebraska

Doane College is a small liberal-arts college located in Crete, Nebraska. Founded in 1872 as an extension of an earlier campus founded in Fontenelle, Nebraska, Doane is now the oldest independent college in the state. Historically, the college has always been small, its emphasis always in the liberal arts. However, during the past decade it has undergone significant demographic and curricular changes. Although enrollments declined slightly over the past ten years, the number of Nebraska residents entering the school has increased. There have been subtle curricular changes as well, with a recently modified mission emphasizing a blending of liberal arts and career development.

In 1976, Doane College received a five-year AIDP grant for \$1.25 million, after several years of funding with Basic Institutional Development Program and two previous AIDP applications. The ADVANCE program, as AIDP is called at Doane, is designed to undertake three activities: (1) the integration of the career development concept into the curriculum; (2) expansion of direct student services; and (3) development of administrative systems and skills. The ADVANCE program appears to be helping Doane make important transitions that were needed to insure its survival during the next several decades.

State-of-Development

In many ways, Doane is a typical sound, midwestern, liberal-arts college. Its characteristics are similar to many other institutions, although recent changes in its mission and curriculum help make the college distinctive.

Environment. Crete is a small town of approximately 5,000 located twenty-five miles from Lincoln. The town is rural in character, although its location near Lincoln gives the community and the college easy access to a relatively large urban area--Nebraska's second largest city and state capital--that is a government, business and cultural center. Although small by non-midwestern standards, Crete has several agricultural-related industries, such as large meat packing and dog food processing plants, that create a healthy local economy. Many of Crete's original settlers came from Czechoslovakia, which gives the community a strong middle-European character.

The state of Nebraska is not particularly distinguished in the quality or support of its higher-education system, although it has increased its relative position compared to other states in the past five years. The Carnegie Foundation (1976) reports that Nebraska has an excess capacity in its teacher training institutions and that it has not successfully converted these institutions into comprehensive state colleges. The percentage of the population that attends higher-education institutions is slightly lower than the national average, as is the percentage of enrolled students who attend private institutions. It is one of fourteen states that has no mechanism for providing state support to private higher education. There are three

public higher-education systems in the state: the three campuses of University of Nebraska (Lincoln, Omaha, and the Medical Center); the four campus state college system; and a twelve campus two-year college system. There are eleven private colleges in the state, including one private two-year institution.

Private higher education in Nebraska is not very distinguished nationally. The upper and upper-middle class families in Lincoln and Omaha who decide to send their children to private institutions usually send them to high quality, nationally known institutions outside the state. Two private institutions within the state, Doane and Nebraska Wesleyan, compete informally for honors as the most distinguished or highest quality private college in the state. In recent years, Doane has been successful in its fund raising efforts in Lincoln, the home of Nebraska Wesleyan. Although in the past Doane has attracted students from other states, especially from the east coast, their current student body is mostly from Nebraska--many are from rural parts of the state. Their current recruitment efforts are directed toward this population.

Doane's physical facilities are excellent, as they have been improved and upgraded during the late sixties and early seventies. The college has an excellent television broadcasting facility (Doane runs a local educational television station), a modern library, and a modern field house, in addition to adequate classroom and dormitory space. In fact, it is the abundance of dorm space with large mortgages that forces the college to maintain the requirement that all students, except those in special circumstances (such as married

students), must live on campus. Located in the rolling hills of southeast Nebraska, Doane uses its attractive location as a major selling point in the college's student recruitment efforts.

Mission. Doane's current mission statement, with the possible exception of its emphasis on maintaining its small size and character, is not unlike other small liberal-arts colleges. It reads:

Doane College is a private, independent and coeducational college of residential character which offers undergraduate instruction leading to the Bachelor of Arts degree in the liberal arts and related professional and pre-professional areas. The educational program is student centered and characterized by close student-teacher relationships made possible by intentionally maintaining an enrollment of under 1,000. The college views its primary mission to be the preparation of students for life as well as preparation to make a living through the acquisition of intellectual skills which allow for life-long learning. The educational program serves a student body which is largely of traditional college age and midwestern, with a majority from Nebraska. Through its recruitment, admissions and administrative policies, the college strives to enrich the living-learning environment by attracting students and faculty of diverse geographic, ethnic, economic and cultural backgrounds. Doane maintains a historical and continuing relationship with the United Church of Christ and stands solidly on the teachings of Jesus and the Judeo-Christian tradition. (Final AIDP Plan, p. 3)

There have been subtle changes in the way this general liberal-arts mission is viewed on campus during the past five years. In 1972, a small group of Doane College faculty, administrators, and trustees participated in a Danforth Foundation sponsored conference on college management. After the conference, the college trustees "reaffirmed the college's allegiance to the liberal arts, but issued a mandate to the faculty and administrators to also increase the career relevance of the academic program." Since that time, the college has been moving slowly and steadily toward increasing the emphasis placed on

career development. This transition was described in the approved AIDP plan as follows:

Thus, despite frequent changes in curricular emphasis and modification, of the curricular structure, the essential purpose of the college--to provide a liberal arts education with an emphasis on careers--has been the foundation of all of its programs since Doane's incorporation in 1872. Today however, the definitions of 'liberal arts' and 'careers' are vastly different from that earlier era. Where once liberal arts implied study of the classics, today we seek to heighten the students' intellectual awareness of and ability to adapt to the world in which he or she exists. Where once careers were narrowly defined to mean preparation for the ministry or teaching, today we expect to prepare students for a variety of vocational alternatives, depending upon the students' interests and capabilities.

This change or modernization of the historic mission has influenced changes in the structure, management, and daily activities of the college. By integrating the career education concept into its curriculum, Doane has taken a significant departure from traditional interpretation of the liberal arts and is now in many ways a different type of institution than most small liberal-arts colleges.

Structure. Doane College is neither large nor structurally complex. With 625 students, 45 faculty, and 6 chief administrative officers (see Table I-A), it is much smaller than most higher-education institutions. By comparison, Doane is smaller in most of these characteristics than other private four-year colleges funded in AIDP. About sixty percent of the college's operating budget comes directly from students' tuition and fees, with other major income sources being private gifts (approximately twenty percent), endowment (approximately ten percent), and federal government (approximately ten percent). Federal income, \$31,321 in 1971-72 and \$181,126 in 1975-76, will

Table I-A

Doane College Institutional Characteristics
1971-72 and 1975-76

	<u>71-72</u>	<u>75-76</u>
Total Educational and General Revenues	\$1,681,823	\$2,064,067
Total Educational and General Expenditures	1,666,281	\$1,918,300
Total Full-Time Equivalent Enrollment	711	625
Total Number of Instructional Faculty	52	45
Number of Chief Administrative Officers	5	6

Source: Doane AIDP Refined Application, 1976

comprise a much larger percentage of the college's operating budget during the five years of the AIDP grant. The total budget for the college in 1975-76 was \$2,001,804.

Although it has undergone some significant structural transitions in recent years, the college maintains a relatively simple organizational structure. The college has recently changed from a system with a President and Business Officer as the primary chief administrators, to a system with three Vice Presidents, for finance, academic affairs, and development. The Directors of Admissions and Career Development are the other two chief administrative officers, in addition to the President and Vice Presidents.

Doane's faculty are divided into five divisions--fine arts, humanities, social sciences, natural sciences, and education. Each division has a chairperson who has some administrative responsibilities in addition to his/her other faculty responsibilities. These individuals are not administrators per se, however, since they receive neither extra compensation nor release time for their services. The Vice President for Academic Affairs is the only full-time academic administrator.

Groups, Individuals. Doane students are increasingly being drawn from Nebraska. In 1965, 83 out of an entering class of 248 were from Nebraska; ten years later, 161 out of 214 entering students were Nebraskans. Most of the non-Nebraskan residents are either from surrounding states or from the east coast. Most Doane students are white; only 5.6% of the student body are black. Doane students are involved in diverse activities on and off campus. They are included

in most campus decision-making mechanisms from the campus planning process to the standing committees of the Trustees. Through the career development program many are involved in work experiences and civic activities in Crete, Lincoln, and other surrounding communities. There are active lecture, theater, and sports programs on campus, all of which involve both men and women students. Doane is about sixty percent male.

Doane faculty, largely educated in the midwest, appear committed to the Doane program. Most believe in the liberal arts and the integration of the career concept into the curriculum. A recent survey of faculty attitudes about career development showed that: "92% feel they understand the concept (at least fairly well); 63% feel the concept is sound educationally; 87% of the faculty considers the career development concept is at least moderately compatible with the liberal arts." Faculty, like students, are involved in most aspects of the campus governance process, including trustee committees and their own faculty organization.

Doane College administration is comprised of about twenty individuals including: President Heckman who has been with the campus for ten years; Vice President for Academic Affairs, Donald Ziegler; Vice President for Financial Affairs, David Osterhout; and Vice President for Development, Willard (Bill) Grosz. David Osterhout also serves as coordinator of the AIDP program at Doane, which has added some new individuals to the administration in the areas of institutional research, admissions, career development, and student affairs. The administrators seem to get along well with each other

and with faculty and students. Attention is paid to maintaining an open atmosphere in the administration.

Doane's trustees are particularly active in college affairs, especially when compared to the typical trustee role. Doane College has a 33-member trustee board. Each member serves a three-year term and can be reappointed. The board is comprised of Doane alumni and local business people; several are on the board because of the connection with the United Church of Christ. The board's committees--Development, Admissions, Business, Academic Affairs, and Student Affairs--include students, staff, and faculty as well as trustees. The board has been particularly important in encouraging recent changes in the curriculum and finances of the college.

Technologies. It is in the area of its technologies that Doane has undergone the most changes in the past few years; it has changed from a traditional classroom teaching situation to a more extended-campus approach. Many students are now involved in learning and work experiences off campus as an integral part of their formal education.

Doane is attempting to make career development an integral part of college activities, which includes both pre-admission counseling and workshops and post-graduate programs and follow-up. Doane alumni can now receive free tuition to come back to the college for a year and develop either another career or major emphasis. The most important part of this transition is in the curriculum. As stated above, most students now have several opportunities for internship experiences at Doane. In addition, the curriculum development activity that is being implemented under the ADVANCE project is involving the faculty

in a curriculum change process.

Other than the career development program at Doane, many of the technologies used on campus are typical of a liberal-arts college. The television facilities and television station operated on campus are particularly outstanding. Doane was the coordinating institution for a BIDP grant for media education for the state of Nebraska. The Learning Resources Center, or library, is also a good facility, although in many respects traditional in its function.

Structural History

Historically, Doane College has been small; its emphasis was always in the liberal arts. Its early curriculum emphasized Greek and Latin. Practical subjects such as political economy, law, and education were added in the 1880s. Enrollment in music grew in the 1880s and eventually lead to a bachelor in music. By 1925, however, the Bachelor's degree in Music was dropped and the college offered only the degree it offers today, a Bachelor of Arts.

One gets an initial sense at Doane that nothing much ever changes; that the people, curriculum, and buildings come and go but the college remains essentially the same. While I was visiting the campus, a metal box, that had been buried in a Carnegie building constructed around 1920, was opened. The building, no longer needed and outdated, had been torn down the day before my arrival. The contents of the box included old Dale Carnegie speeches, campus newspapers, and other documents stored away to capture the mood of the times. One of the articles in the campus paper caught the most attention of those who saw the contents of the box—an article about a narrow 0-7 gridiron

defeat to the neighboring University of Nebraska. This article, similar it seems to more contemporary articles about Doane football games, symbolized the fact that Doane's opponents may change--the University of Nebraska having become a major football power--but not Doane.

This attitude about the continuity over time was also apparent in many of the interviews with people at Doane. An interview with David Osterhout, a 1937 graduate of Doane and currently Vice President for Financial Affairs and AIDP Coordinator, seemed to typify this attitude. It was his opinion that although some things had changed--especially relations with the community and regulations on student life--life at Doane and the atmosphere of the college was essentially the same as it always had been. It was also his opinion that "this kind of institution is a one man show. A good board leaves most of the operation up to the president."

An in-depth view of campus affairs reveals that Doane may be changing. The attitude that the president is critical to the operations has a long history at Doane; however, recent changes in the organizational structure and management of Doane College indicate that this time-honored tradition may be changing. The president remains important, but a few other key personnel now seem critical as well.

In its one hundred and five year history, Doane has had only nine presidents, including Phil Heckman, the current president. The long periods of presidency are generally considered the good years at Doane. Prior to the current administration, the President and

Business Officer were the key administrators; the Business Officer was responsible for the financial operations of the college. While many administrative decisions are still made informally by collaboration between Heckman and Osterhout, many of these informal processes have been replaced by more formal decision-making and planning mechanisms in recent years; this is due in large part to adjustments to a changing environment.

When Phil Heckman came to the campus in 1966, the decision-making process was still informal, as it had always been, and as a result there was no formal long-range planning mechanism. At that time Doane was in the midst of a growth period; its enrollments were climbing and it was constructing new buildings. During his first few years on campus, enrollments continued to climb and buildings continued to be built: a new field house, library, and communication building. The curriculum also changed, with a 4-1-4 academic system being implemented. Heckman created a development office (which has been functioning for ten years); it is now headed by a vice president. The director of development, academic dean and business officer positions were upgraded to the level of vice president in 1972, when a new dean requested this title.

In 1970 Doane College adopted a National Association of College and University Business Officers (NACUBO) planning model. Doane administrators learned about the model at a CASC (Council for the Advancement of Small Colleges) meeting in Grand Rapids, Michigan. During the early years, the college tried to follow the model precisely; the departments were to give the planning group estimates of

what they wanted. The result, as Osterhout explained, was that during "the early period we were saying enrollments would go up when they were going down."

A comparison of enrollment projections with actual enrollments (see Table I-B) shows that actual enrollments did fall below projected enrollment, especially for the first two plans. The three academic years between 1973 and 1976 (73-74, 74-75, 75-76) were difficult years for Doane. While they had projected enrollment increases, enrollments actually declined. And although the planning mechanism would later be improved, the early planning left the college in financial difficulty. Throughout this early period, Doane maintained as its planning goal the Carnegie estimate of 1,000 students as the minimum necessary for the survival of a liberal-arts college.

In 1970 Doane began to experience financial difficulties, with a budget deficit of \$106,118 for 1970-71, the year the long-range planning process was initiated. This situation worsened during subsequent years due to the large gap between projected and actual enrollments. By 1974-75, the projected deficit for the period 1970-75 was \$508,890, which included 10% depreciation. At the time of the 1974-75 planning process, the trustees instructed the college "to present a balanced budget in the five year period projected (1974-75 to 1978-79)." The planners tried to accomplish this through decreasing direct services to students, administrative functions, and plant maintenance. Doane faced some difficult years in its transition to a balanced budget; a transition that required the commitment of the entire community.

Table I-B

Doane College's Actual Versus Projected Enrollments

<u>Plan</u>	<u>Year 70-71</u>	<u>Year 71-72</u>	<u>Year 72-73</u>	<u>Year 73-74</u>	<u>Year 74-75</u>	<u>Year 75-76</u>	<u>Year 76-77</u>
71-75	707(A)	666	704	802	839	963	992
72-77		704(A)	681	694	770	860	935
73-78			623(A)	609	652	682	692
74-79				613(A)	597	611	623
75-80					595(A)	605	586
76-81						625(A)	580
77-82							617(A)

(A) Actual Enrollments

Source: Doane College First-Year Plans, 1970-1977

The actual deficit accumulated during the period was \$560,711. The 1973-74 academic year had been more difficult than anticipated with a deficit of \$228,371 for the year. The Board of Trustees pledged \$463,000 towards the payment of this deficit in order that the college have a clean bill of health in its efforts to attain balanced budgets. Bob Dobson, the current Chairman of the Board of Trustees, described the Board's reaction to the situation and re-affirmed commitment to the college in an interview. When the enrollment projections were off for one year, the trustees did not worry, since they considered it just a bad year. After three years of significant deficit, the trustees told the administration they "wanted no more red ink." The reason for the board decision to underwrite the deficit was simple, as Dobson put it: "We didn't feel honest to go out and ask for more money from the public for a deficit."

Budgets are not easy to balance once commitments are made. For Doane, budget balancing meant faculty retrenchment in addition to better development efforts and a change in academic emphasis. Retrenchment, or cutting faculty, was the most difficult. Historically, the college had emphasized the liberal arts, but financial contingencies made it impossible to maintain a complete and balanced liberal-arts curricula and develop new emphases that would attract students. Total faculty FTE dropped from 52 in 1971-72 to 45 in 1975-76. Faculty cuts came mostly from the humanities division and the languages were the hardest hit. In 1976-77 there was only one language teacher who taught both German and Spanish. Dismissals were managed within the college policy and AAUP standards. No major difficulties were

encountered, probably because the financial difficulties of the campus were obvious to the faculty.

Beginning in 1974, the spirit of the campus began to regenerate. Enrollments hit their lowest, 595, and development efforts were successful. As Bill Grossz, Vice President for Development, put it, "Beginning 1974-75, a super development year, the mood changed and a new spirit appeared." In 1974-75 the campus had a successful \$100,000 campaign in the Lincoln area. Total income from private sources for the year was \$372,811, up almost \$80,000 from the previous year. Development efforts for the two subsequent years were below the 1974-75 total; although considerable staff attention was given to debt retirement and internal fiscal management during this period. The college also initiated more diverse fund-raising efforts, which included the securing of cooperative education and AIDP funds. Income from federal sources has increased considerably during recent years, even if AIDP is excluded from the calculations. More recent fund-raising plans include the funding of endowed chairs and more diverse giving programs.

Another aspect of the transition of the institutional spirit and attitude at Doane has been the new emphasis on career development. As a result of a 1972 trustee-faculty-administration planning session sponsored by the Danforth Foundation, the trustees mandated that the administrators and faculty at Doane emphasize the career relevance of their liberal-arts program. The retreat had come at an important time; the college was in the midst of its enrollment decline and some kind of institutional renewal was badly needed. At the time of the retreat, President Heckman was out of the country, recuperating perhaps

from the five years of building efforts (changing curriculum, building buildings, raising faculty salaries, etc.) and preparing for a new type of renewal effort. He took his family for a three-month trip to Europe.

Upon his return, Heckman became an advocate of the career-education concept. Before coming to college administration, Heckman had been an administrator in the YMCA--his emphasis had always been toward working with the community--and the career-education concept offered him an opportunity to forge new linkages between the campus and surrounding communities. In December 1973, Heckman developed a working paper on career education. The paper outlined the elements of a new program--a program director, associate director, faculty internships, faculty improvement, counselor workshops, career library, faculty workshops, and the use of consultants. The paper also outlined strategies for attaining the program objectives. The campus hired a Director of Career Development in 1974 before external funding was secured.

Doane has been successful in its career-development emphasis. When AIDP funds were not initially available, the college secured other funds, especially cooperative-education funds, and they used professional consulting advice to develop the new concept. The college is indeed fortunate to have Ralph Tyler, a nationally known curriculum expert, as a 1921 graduate of the school. During the past three years Dr. Tyler has been consulting with the school to help it develop its career emphasis and undergo the necessary curricular change. In interviews, many of the administrators and faculty

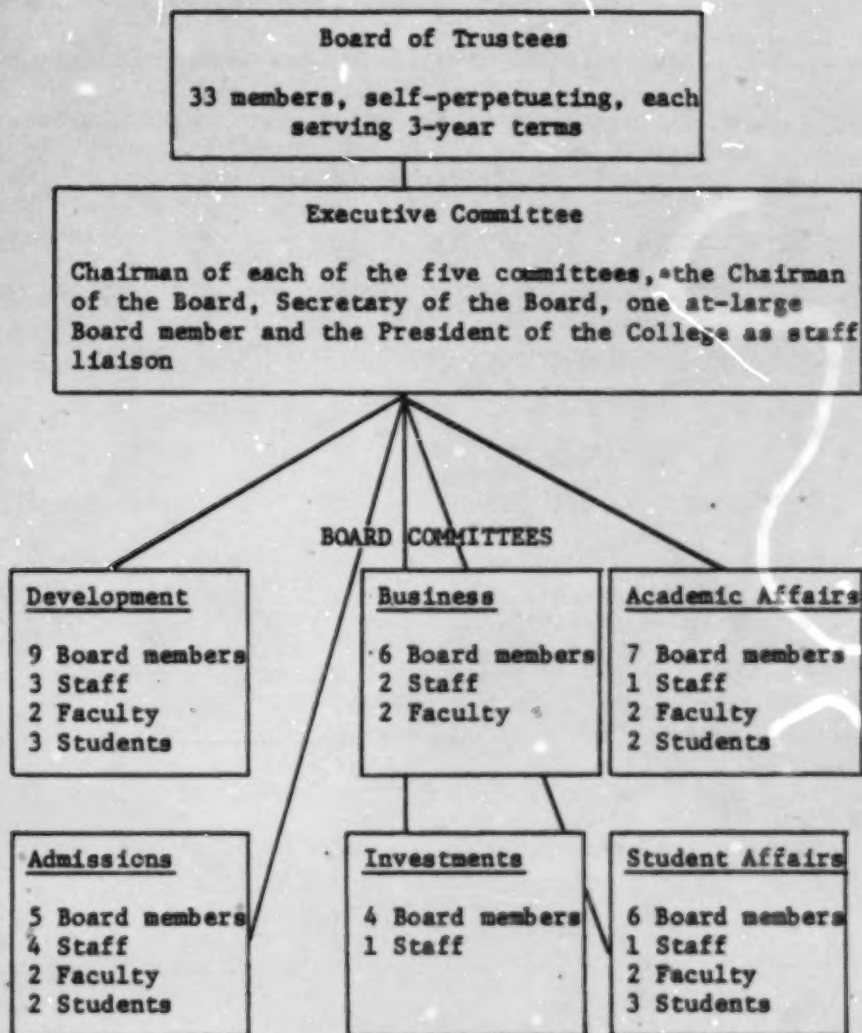
described his input as essential to the transition the institution is now making.

Doane applied to Advanced Institutional Development Program on three occasions. Their first request was for \$512,000 over a three-year period to undertake the career-education program. When this did not succeed, the career emphasis was initiated at the campus anyway, and in subsequent years, their sophistication in applying for AIDP increased. In 1976 they received a \$1.25 million five-year grant to undertake a comprehensive development program.

Administrative Structure

Although recent five-year plans express a general concern about over-development by aiming to keep student-faculty and student-administrator ratios relatively constant, the college does appear to be passing through a period of formalization and development in its administrative structure. Historically, as was pointed out in the previous section, the college had experienced little administrative development. In the past five to ten years, considerable development has taken place—several administrative positions were upgraded and new programs have been added. AIDP funds are being used in this process, by funding developments in the administrative, curricular, and student service areas.

As already indicated, the Doane's trustees are actively involved in the affairs of the college. The membership and committee structure of the board is illustrated in Figure I-A. Trustee members are generally highly knowledgeable about the college activities pertinent

Figure I-ABoard of Trustees Organizational Chart

Note: Faculty, students and staff are non-voting members of Board committees.

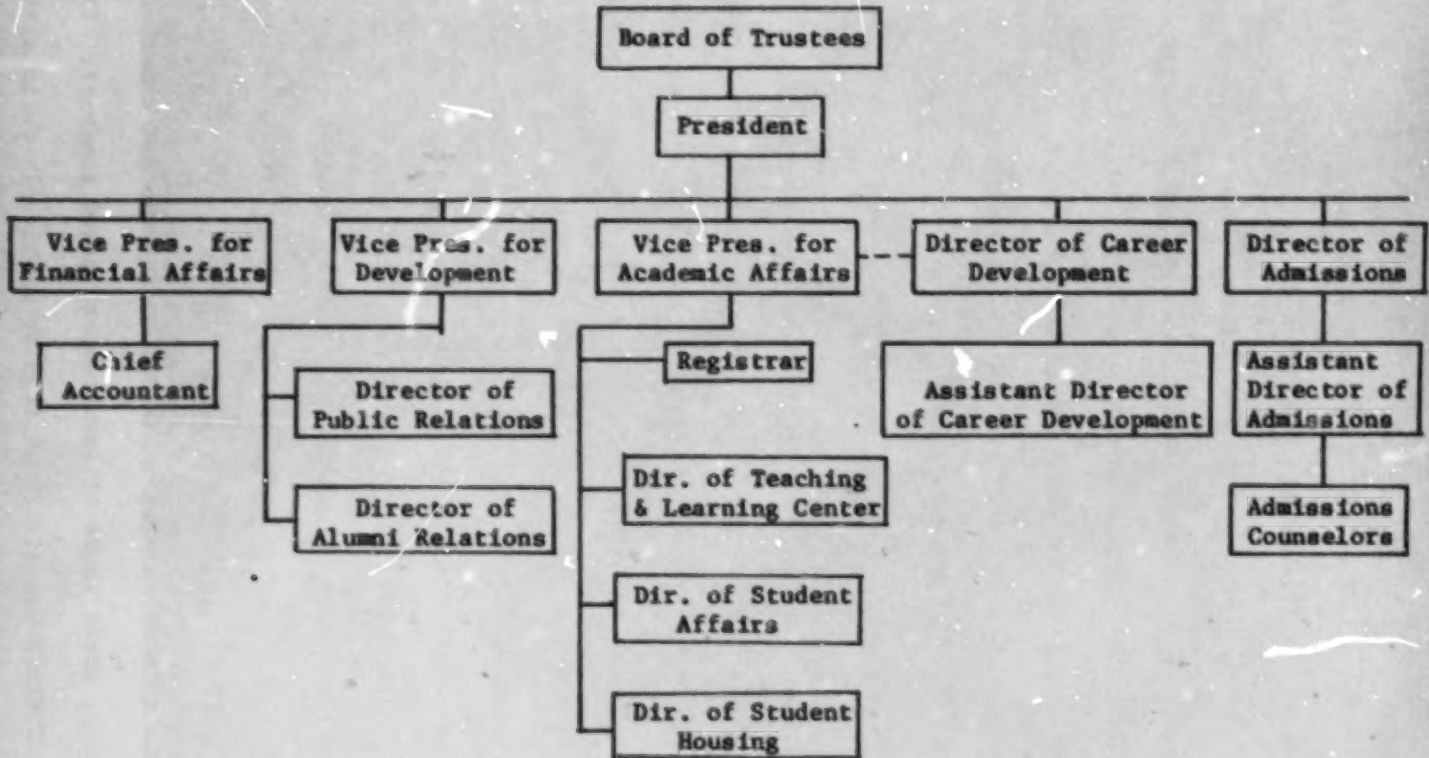
Source: AIDP Refined Plan

to their jurisdiction. Board Chairman Dobson expressed the sentiment that three-year terms were effective because "it allows us gracefully to get rid of those who aren't carrying through." The three-year terms do not inhibit continuity because, as Dobson put it, "all of the good fellows stay on." Regardless of its similarities or differences when compared to other boards of trustees, and its size is large and term of appointment is short by comparison, the trustee system seems to work at Doane. It also provides an opportunity for faculty and students to have input into college affairs.

The formal organizational structure of Doane College is relatively simple. The three Vice Presidents, the Director of Career Development, and Director of Admissions report directly to the President. The Registrar, Director of Teaching and Learning Center, Director of Student Affairs, and Director of Student Activities report to the Vice President of Academic Affairs; the Directors of Public and Alumni Relations report to the Vice President for Development; the Chief Accountant reports to the Vice President of Financial Affairs; and the assistant directors and counselors report to the directors of Career Development and Admissions (see Figure I-B). In addition, a new Office of Institutional Research has been added as a result of the ADVANCE project and the staffs of the Admissions, Student Affairs, and Career Development offices were expanded.

The academic structure of Doane College is also relatively simple. Table I-C gives a faculty breakdown by division and area of emphasis. The five divisions--Education, Fine Arts, Humanities,

Figure I-2



Source: Doane Faculty Handbook, 1976-1977.

Natural Sciences, and Social Sciences--are relatively equal in size ranging from 8 to 10 FTE. Department sizes range from 5 FTE for Physical Education and Music to one part-time person in Speech. With project ADVANCE funds, four new faculty will be added in Business Administration, Early Childhood, Communication Media, and Computer Science. Faculty interviewed in the departments of business and education, the largest majors on campus, expressed relief about the addition of new faculty in these areas. The media person will work closely with the education division since the television operation's function is in education and the computer science person will add to the capacity of the business curricula.

In addition to being involved in the Board of Trustees and the administrative planning process, faculty are also members of a faculty organization. The faculty meets at least once a month to consider academic matters. The chairmanship of the faculty is the responsibility of the President; however, it can be delegated to the Vice President for Academic Affairs, and in practice this responsibility is delegated. Faculty committees include: steering, faculty affairs, academic affairs, admissions, teacher education, and library committees. Don Ziegler, Vice President for Academic Affairs, thinks that faculty "in general feel pretty involved." However, "the ADVANCE program may have lessened faculty sense of involvement," perhaps due to the emphasis on administrative decision making. In my own conversations with Doane faculty, their sense of involvement seemed apparent. Their attitude toward ADVANCE was either excited or cautiously optimistic.

Table I-C
Doane College Faculty Distribution
1976-1977

<u>Education Division</u>	<u>Fine Arts Division</u>	<u>Humanities Division</u>	<u>Natural Sciences Div.</u>	<u>Social Sci. Division</u>
Education: 3(F) 2(P)	Art: 2(F)	English: 3(F)	Biology: 3(F)	Business: 2(F)
	Music: 5(F)	Mod. Languages: 1(F)	Chemistry: 2(F)	Economics: 1(F)
Phys. Ed.: 5(F)	Theater: 1(F)	Phil.-Religion: 2(F)	Geology: 1(F)	History: 2(F)
	Speech: 1(P)	Library Science: 2(F)	Mathematics: 2(F)	Pol. Sci.: 1(F)
			Physics: 1(F)	Psychology: 1(F) 1(P)
				Sociology: 1(F) 1(P)
TOTAL: 8(F) 2(P)	8(F) 1(P)	8(F)	9(F)	9(F) 2(P)

(F) Full-time Faculty
(P) Part-time Faculty

Source: Doane College Faculty Handbook, 1976-1977

Doane College appears to be a nurturing environment for students. Bob Thomas, Dean of Students, feels that Doane students are relatively honest, basically conservative, generally positive, and have expectations of individual attention. Faculty seem concerned about students, about their learning and personal growth. Even with the addition of a part-time counselor through project ADVANCE, the Dean of Students' office is relatively understaffed, and as a result the faculty are often involved in counseling students as well as giving them academic advice.

Doane students have many opportunities to be involved in campus affairs and decision making. Bob Thomas expressed some concern about the quality of student involvement. He suggests that "there is a willingness on the part of some students to become involved," although "in many cases their preparation for the work is usually inadequate." These same sentiments were expressed by others in the administration and on the faculty. They were concerned about the facilitation of high quality student involvement and input. Unfortunately, I was unable to talk with any current students, although my impression of student access to decision making on campus was favorable. In addition, several recent Doane graduates were employed by the administration--including the directors of admissions and institutional research and several admissions counselors--a sign of substance where student involvement is concerned. Overall, compared to most higher-education institutions, Doane provides more than the average number of opportunities for student involvement.

Even though the Career Development Program has a small staff (two professional and one clerical prior to AIDP and one more professional with AIDP funds), it is having a significant impact on the entire campus. As previously stated, the career development concept of Doane includes a variety of activities, including student internships, faculty internships, career libraries, etc. The director works with the faculty, Vice President for Academic Affairs, and President on curriculum changes. At present, an undergraduate can take up to 32 credit hours in field experience. With the changes in curriculum that are expected to result from the curriculum development component of the ADVANCE program, this program could become an even more important force in shaping the future of the campus.

Management System

Doane College is using its AIDP grant to improve and develop its management system and to institute curricular change. The process used in the curriculum development component of the ADVANCE program is an integral part of the management system as well as a systematic change process.

The long-range planning process as originally implemented did not adequately project the campus' future. In spite of the early difficulties, the college has maintained a commitment to developing a long-range planning capacity and to the refinement of the NACUBO five-year planning model. When it was originally implemented, the NACUBO model was modified to fit the staffing patterns of the college: for

example, the model included a planning officer, a position that does not exist at Doane. It was also modified to involve more members of the campus community—in particular students. Historically, students had been included in decision-making at Doane; when a long-range planning process was established students were included in some of the steps along the way.

The development of viable long-range planning processes that could deal effectively with the external conditions facing the college was not an easy task. Initially, the planning team solicited estimates from academic departments, then put together the long-range plans based on these estimates. Although this approach led to difficulties, it is not surprising that the planning effort took this approach. Before the enrollment decline, the college had experienced a period of growth, and established to goal of attaining a size of 1,000. This was a goal many small campuses adopted as a result of the work of the Carnegie Commission; the planners clearly expected to grow.

When financial difficulties were experienced in the early seventies, however, it became obvious that this method of planning did not work. The planning team began to develop their own projections for enrollments and budgets, and had attained a balance between income and expenditures by the time of their final AIDP application. The refined AIDP proposal describes the membership and duties of the planning team and the analytic studies team, which reviews the plans, as follows:

The Planning Team:

President (chairman)
 Vice President for Financial Affairs
 Vice President for Academic Affairs
 Vice President for Development
 Director of Student Affairs
 Director of Admissions
 Director of Career Development
 Two members of the Board of Trustees

The duties of the Planning Team are:

- (a) to consider and propose changes in the institution's goals and objectives;
- (b) to consider and propose changes in institutional policies;
- (c) to review programs plans, satisfying any major questions as to the feasibility and reasonableness of departmental program plans and the program plans as a whole before recommending approval of the long-range plan.

The Analytical Studies Group:

Vice President for Academic Affairs (chairman)
 Chairman, Fine Arts Division
 Chairman, Social Sciences Division
 Chairman, Natural Sciences Division
 Chairman, Education Division
 Chairman, Humanities Division
 Athletic Director
 Chief Accountant
 Registrar
 Representative, Admissions Office
 Chairman, Academic Affairs Committee
 Two student representatives

The primary responsibility of this group is to analyze the program plans of all academic and support services departments using the following criteria:

- (a) responsiveness to institution goals and objectives
- (b) consistency with institutional policies
- (c) economic feasibility
- (d) coordination of academic programs
- (e) coordination of support service plans with academic plans
- (f) consequence of alternative courses of action.

Doane College is using the ADVANCE program to improve its planning process and to make it the key to the overall planning, management, evaluation system. Two consultants--Donald Hoyt of Kansas State University and Nancy Reinkiewicz of the National Center for Higher Education Management Systems--are working with the college on the refinement of its management system. Figure I-C represents the most recent refinement of the planning model. One difference between this and the NACUBO model as previously adapted, is the use of task forces to undertake planning in special areas. Formerly, the planning process had dealt entirely with numbers, i.e., finances and enrollments. The use of the task forces will enable it to bring the creative process of generating and developing new ideas and programs into the planning process.

The career development concept is an example of an idea that was generated and developed by administrators, but was done completely outside of the formal planning process of the institution. The new procedure for such a proposal would be for a member of the campus community, perhaps a member of the planning team, to come forward with a proposal; then a task force would be appointed to study the idea and, if necessary, explore its feasibility, and feed it back into the planning process. Two examples of task forces now underway are the Task Force on Student Attitudes and the Task Force on Faculty Development. The former is researching the attitudes of currently enrolled students toward the college, while the latter is considering a comprehensive faculty development program at the college.

Doane College Planning Model



A second refinement of the planning process is in the area of developing measurable outcomes that can be used to evaluate institutional progress. Donald Hoyt is the consultant working most closely with the planning team on the development of criteria that will define specific characteristics that will be affected as a result of campus programs and criteria measures that can be used to determine the success of programs. Previously, Doane has not had an evaluation component as a part of the planning process.

According to the final AIDP proposal, the rationale for AIDP Activity III, the development of administrative systems and skills, starts as follows:

Doane College proposes to advance its quality and overall strength by a concerted effort to improve its planning, management and evaluation system. We assume that our success in this regard can be inferred from:

- (1) the quality of our products (especially our graduates);
- (2) the reputation of our institution among relevant constituencies; and
- (3) the soundness of our fiscal condition.

We further assume that the efficiency and effectiveness with which these outcomes will be realized are dependent on these factors: the experience, preparation and training of academic planners and managers, including faculty; their access to pertinent data; an orderly and consistent planning mechanism which insures input from all concerned audiences; well-defined decision-making procedures; evaluation strategies which measure outcomes against stated goals and objectives; and communications vehicles which integrate the planning, management and evaluation functions into a coordinated thrust. (Final plan, p. 114).

A primary means of improving the planning, management, and evaluation systems at Doane is the development of a transactional and management information system. Accordingly, "this component of the PME project is 'data centered,' and achievement of these objectives will provide some mechanisms necessary for sound decision-making" (p. 115). A contractual arrangement with the National Center for Higher Education Management Systems (NCHEMS) will provide necessary information and data systems requirements. To implement the NCHEMS packages, COBOL computer language software will be implemented. This cooperative arrangement includes: (1) consultation with NCHEMS staff regarding implementation of the new systems; (2) implementation of NCHEMS costing and data management systems to develop cost studies for five-year planning sequence; (3) implementation of NCHEMS information exchange system for comparisons to other institutions; (4) implementation of NCHEMS resource requirement prediction model to predict consequences of alternatives in institutional planning; (5) assistance in implementing and monitoring a long-range study of student growth and development; and (6) assistance in integration of NCHEMS systems into the NACUBO planning model.

Implementation of the transactional information system and of NCHEMS packages is now underway at Doane. However, not all aspects of the implementation process have been smooth. During the summer of 1977, the historical records are being computerized. There is skepticism about the usefulness of this at Doane. As the first year external evaluation put it:

There is some healthy skepticism about some parts of the endeavor, particularly the conversion of the transactional records from a manual to a computer mode. It is the judgment of the consultant that this skepticism is well justified in the light of substantial evidence nationwide that computerized information systems have difficulty meeting expectations. (Allen et al.)

Delays in computer installation has been one of the primary reasons for the slow progress in the implementation of computerized information systems. While I was on campus, several of the administrators expressed concern and skepticism. One of the Vice Presidents, for example, expressed his concern that the research component was progressing the slowest. The Director of Institutional Research remained optimistic about this situation in spite of the delays with computer installation.

My own observation was that some of the surveys conducted by the Office of Institutional Research, which consisted of the director and a part-time secretary, were very useful. A survey of faculty attitudes toward the career development concept conducted by the office was mentioned by several individuals on campus while I was there. And although there seems to be a gap between data collection and its tabulation in some instances, the types of surveys being conducted seem useful to decision makers, as evidenced by the often quoted survey of faculty attitudes about career development. A realistic assessment of the usefulness of the various NCHEMS products will have to be undertaken at some point. The ADVANCE project provides the campus an excellent opportunity to experiment with different

information packages, but those that are maintained after the project ends should be those that prove useful in the decision-making process. To date, the utilization of these information sources by decision makers has been limited.

The curriculum development process can be described as a critical part of the management system at Doane. Although the process cannot be viewed as part of the formal management system, the process of working with faculty to integrate the career concept into the liberal-arts curriculum has to be considered at the heart of the academic management system at Doane. Donald Ziegler, Vice President for Academic Affairs, described the curriculum development process in his interview as "a systematic review of the curricula in each area." A person from one division is released half-time from teaching responsibilities to work with the faculty on a review of the program and its relevance to career education.

Richard Dudley, Chairman of the Education Division, was the member of the division who worked half-time last year on the curriculum development process. He thinks "many of the faculty see AIDP as a push to get the school into career development." Regarding the curriculum development process, he stated: "The strength of our plan is that this will be able to involve faculty." In education he felt that they were successful in integrating the career-development concept into the curriculum, although he is quick to point out that "education was easy" because the orientation of the education faculty

is favorable to experiential learning. Changing the whole faculty, according to Dudley, will not be an easy matter. During the next four years the remaining four divisions will go through a similar process to the one education has been through. The test of the career-development program and its integration with the liberal arts may well rest on the outcome of this process.

Management Effectiveness

During the past few years Doane College has made some important inroads into the development of an effective management system. A brief discussion of the effectiveness of this effort along five dimensions follows:

Attention Paid to Management Needs: Doane's administrators and faculty have focused considerable attention on the management needs of the campus during the past five years. Initially, the campus implemented a long-range planning process that did not meet campus management needs; projections were made that were not reasonable given the environmental condition. However, the campus has continued to identify weaknesses in the campus management system and to experiment with new ways of meeting these needs.

Implementation of Viable Management System: Doane is in the process of implementing a viable management system; a system that adequately meets campus management needs. The development of a viable long-range planning capacity was a critical part of this process. One adjustment the planning group had to make was to replace a strategy

of asking departments what they wanted as a means of developing enrollment, income, and expenditure estimates, with a strategy that considered these same variables in light of past and future trends. In addition, the college is trying to expand the planning cycle so that it includes a broader range of planning questions in addition to enrollments and finances, so that it might also include the creative process of developing and testing new ideas.

Doane is also experimenting with a variety of other management techniques. The implementation of the computer capacity to handle a more sophisticated management information system has progressed slowly. It seems that the need for this capacity should be considered seriously as well--is it a capacity that is a requisite of effective management for an institution like Doane? The curriculum development process currently underway at Doane is also a critical part of the overall management system at Doane. It seems to be approached in a way that is appropriate for the campus.

Effective Resource Use and Planning: A few years ago, Doane faced a financial crisis. The problem was that institutional aspirations were too high--the planning process had not projected realistically and, as a result, resources were overcommitted. Doane's trustees, administrators, and faculty are developing a system for bringing resources and expenditures into balance. In addition, the college is improving its capacity to bring in outside funds--both from the government and private sources. This suggests that the campus may be successful in its replacement strategies when AIDP funds run out.

Quality and Effectiveness of Constituent Involvement: Doane has been able to implement a management system without sacrificing constituent involvement. Trustees, faculty, and students are all very involved in decision making at Doane. Jurisdictions are not separated by the faculty taking entire responsibility in some areas and the administration in others. The formal mechanisms for decision making that are being developed do include students. The analytic studies team, for example, includes student membership even though some of the consultants say student surveys may be a more effective way of getting student input. Faculty who have been involved in some of these processes are well aware of the problems the campus faces and are committed to the solutions proposed, even when they have cost faculty jobs. For example, faculty involved in the 1972 Danforth planning process are advocates of management effectiveness.

Doane is in some ways fortunate to be small. The size of the campus makes it possible for most members of the campus community to be aware of problems when they come up and for those who are concerned to be involved in their solution. The quality of individual involvement has not been sacrificed in the name of better management.

Renewal Capacity: Doane has demonstrated an exceptional capacity to renew itself during the past five years. Financially, the college has undergone an about-face: it has switched from a situation where large deficits were being generated yearly to a situation where income and expenditures are more in balance. It has also demonstrated a

capacity to change its emphasis—the career emphasis has been an important change for the college. The faculty has in general been supportive of this transition. The college is also trying to bring some creativity into its planning process by using task forces to pursue particular ideas.

Conclusions

In many respects, Doane College is a surprising institution. For almost one-hundred years the college remained much as it was when it was founded—a small liberal-arts institution relatively unaffected by national trends. During this long period the college was able to manage itself with a relatively simple administrative structure and informal decision process. The events of the past decade have changed the college. First, Doane experienced a brief period of growth, followed by an enrollment decline and several fiscal difficulties. The college found itself in a position in which it had to change to survive.

Doane's response to this externally stimulated crisis—enrollment decline and financial difficulties were experienced by liberal-arts institutions nationally—was both structural and programmatic. During the past five years, Doane College has entered a new phase of structural complexity—the decision structure is more developed and defined than ever before. The college has also had to develop a new educational emphasis, blending the liberal arts with career development, thus giving the college a better chance for survival in the contemporary context.

To survive, the college has had to develop a more effective management system. The critical element of the new system was the capacity to plan effectively. The college has approached the task of management development with an awareness of the uniqueness of the institution and the people involved in it. The management system being implemented at Doane seems appropriate for the college and the administrative structure that has developed.

REFERENCES

I visited Doane College on July 9 and 10, 1977. People interviewed during the visit included:

Phillip Heckman, President
 Willard (Bill) Grosz, Vice President for Development
 David Osterhout, Vice President for Financial Affairs
 Donald J. Ziegler, Vice President for Academic Affairs
 I.E. Pappy Khouri, Director of Admissions
 Bill Pallett, Director of Institutional Research
 Robert Thomas, Dean of Students
 Edward Watkins, Director of Career Development
 R.E. Dudley, Chairman, Education Division, Associate Professor
 L.E. Dodd, Associate Professor, Education
 R.M. McCallister, Chairman, Social Sciences Division, and
 Professor, Psychology
 E.J. McPartland, Associate Professor, Political Science
 D.S. Deines, Instructor, Business
 Robert A. Dobson, Chairman, Board of Trustees, and President,
 Dobson Brothers Construction Company, Lincoln, Nebraska

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